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THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

EDITED BY THE RESIDENT EDITOR.

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SCHOOL TEACHING,

[The "Rural New Yorker," one of the very best papers for a family, contains the following highly sensible article. We commend it to our readers. RES. ED.]

MOST of the District schools through the country have just opened for the winter. Many who are engaged in teaching them have had but little experience as teachers, while not a few, doubtless, are beginners. It may be, therefore, that a few observations upon the subject, at this time, would prove of special interest to such teachers, while any others, who have given attention to the subject, might find a general interest in perusing anything relating to it.

School teaching, as the term is generally used, embraces two things—teaching and discipline. These, though intimately connected, are quite distinct, the one being the end, and the other a means to the accomplishment of that end. Place one pupil under the charge of a teacher to be instructed in the various branches of study. No discipline is necessary, except so far as the inattention of the pupil to his studies may require. Place thirty pupils under his charge, and discipline becomes necessary, simply by reason of the

number; the end to be attained, the instruction of the pupils, being still the same. Discipline is important, as necessary means to the attainment of a desired end. In teaching, it should be regarded as a grand auxiliary, but should never be made a substitute. As in everything else, so here the means and the end have each their relative importance; without the means, the end can not be attained, and without the end, the means avail but little. This distinction is dwelt upon, because there is reason to believe that many teachers attach undue importance to discipline, to the great neglect of the more important work before them. It can not be doubted that there are schools that are highly popular, not so much from the intellectual improvement of the pupils as from the excellent order and showy discipline maintained.

The great end at which every teacher should aim, is the intellectual improvement of his pupils. This should be the ruling thought. The pupils are to engage in mental labor; the teacher is to direct and assist them in that labor. Now, the teacher who enters upon his labors with his view of the matter, will not rest satisfied when he has brought his school under proper discipline. He will feel, rather, that he has but prepared the way for the real work before him. His aptness to teach is yet to be tested, and he will consider himself successful as a teacher, only so far as he enables his pupils to attain a clear and full understanding of the subject before them. Here the special work of teaching begins, and to offer a few suggestions upon this point, is the main design of this article.

What, then, is the proper course to pursue in teaching? How shall the teacher instruct his pupils so that they may clearly and fully comprehend the subject taught? In answering this question, one important fact is to be borne in mind, namely, that the mind is very slow to receive and clearly apprehend a new thought—that it requires time to think of it, to examine it, and thus become acquainted with it, and perceive its relation to other thoughts. Now, since several distinct thoughts enter into most of the subjects of

which the pupil is to acquire a knowledge, and these thoughts are so related, that a clear apprehension and familiar acquaintance with each is necessary to a right understanding of the subject into which they enter, it is evident that the first work of the teacher, in presenting a subject for examination and explanation, is to present each thought by itself to the mind of the pupil—to explain and illustrate it, and so hold it up before the mind, that the mind shall see it, and become acquainted with it. In this way, an acquaintance with the distinct thoughts of which the subject is composed leads, at once, by a presentation of them in their logical order and relations, to a thorough acquaintance with the subject itself.

To thus trace out the thoughts of a subject, and become acquainted with them, and hence with the subject itself, is what is properly called *study*—something which many pupils, and not a few teachers, know but little about. The great work of the teacher, then, is not simply to assist the pupil in acquiring a certain amount of knowledge, but to teach him at the same time, *how to study*—how to investigate a subject, to *think into it*, and *think through it*, and become fully acquainted with it—not simply to enable the pupil to acquire facts, but what is more important, to investigate principles. When this is done—and its accomplishment is a work of time and patient labor—little remains for the teacher to do but to mark out the course for the pupil to pursue, and assist him in the more difficult questions which, from time to time, arise.

From this view of the subject, the relative importance of books and teachers is readily perceived. Until the pupil has learned to study, no book can take the place of the living teacher. The number and variety of explanations and illustrations necessary to the full presentation of a subject to the mind of the pupil—and without which he fails to understand it—preclude the idea of their being presented through a book; they must come directly from the teacher. In presenting new subjects, therefore, especially to young and less advanced pupils, the teacher should rely much, not to say

mainly, on *oral* instruction, calling books to his aid as the progress and attainments of the pupils may dictate.

It is plain to see, too, why there are so few, comparatively, (for the number is much smaller than is generally supposed,) thorough, independent scholars. They have not been properly instructed. They have been taught to receive facts without inquiring how they were ascertained, or on what principles founded; or to accept the conclusions at which others have arrived without enquiring by what process they reached them; or, where an analysis of the subject is attempted, and the explanation correctly given, each subordinate thought has not been distinctly enough presented, and sufficiently dwelt upon, for the pupil to become familiar with it, and hence he does not see its connection with the subject and its bearing upon it. The consequence is, confusion of mind and a failure to understand the subject. The writer, in the early part of his teaching, often made this very mistake, attributing the failure of his explanations to the inability of his pupils to understand the subject, whereas it was simply owing to haste in presenting the different steps, not allowing the pupil sufficient time to become acquainted with each step. Observation and experience have convinced him that this is an all-important point—the *distinct presentation of each thought* contained in the subject, and *dwelling upon it* till the pupil becomes fully acquainted with it. Their relations to each other, and their bearing upon the subject, may then be readily pointed out, and the whole subject understood. By pursuing this course, the progress of the pupil, at first, will necessarily be very slow, but it will be *real*, and not *apparent*, progress. Fundamental principles will be acquired, habits of close thinking and study be formed, and thus the foundations laid for the rapid progress of the pupil, in future, with comparatively little assistance from the teacher.

STUDIES FOR PRIMARY SCHOOLS.

[WE take the following from the School Report of Oswego, N. Y. It is worthy of a careful persual. On another page will be found a very good programme of Exercises for a primary school,—taken from the report above alluded to. In our next we shall give a list of physical exercises adapted to school room use. RES. ED.]

There has, for some time, been felt a necessity for a change, or at least some modification, of the programme of studies in our Primary schools. There has been too much teaching by formulas, and not enough by oral and collateral instruction. We are quite too apt, in the education of children, to "sail over their heads;" to present subjects that are quite beyond their comprehension, or in a manner which fails to leave in the mind of the learner a clear perception of the truths inculcated. How to get out of the rut into which we had fallen, seemed difficult to tell. By means of oral and object lessons, teachers had endeavored to awaken new interest, and break up, in some measure, the old routine of study and recitation. These exercises were, however, without much system or order, and with but little idea of what was to be accomplished by them, and no satisfactory results were obtained. In every exercise, it is of the highest importance that there should be definite aim and purpose on the part of the teacher, and that she should work with reference to obtaining certain results. We have felt the need of proper text-books or manuals, as guides for the teachers in oral instruction. This want has been, in some good degree, met in the publications of the Home and Colonial Infant and Juvenile School Society of London. This society was established in the year 1836. The object with the founders of the society was to present an improved system of primary instruction in actual operation, and by means of model schools, give students in training an opportunity of practicing the improved system, and thoroughly prepare them for the work of infant school teachers. Through the recommendation of the committee of the society, these teachers are sent to different parts of the kingdom, as applications are

made for them, to engage in the work of primary instruction. Already, upwards of 2,800 teachers, for home, colonial and foreign service, have received the benefit of this institution. The system is rapidly gaining favor, and the demand for teachers trained at their schools is beyond their ability fully to supply.

The system is founded on the principle, "*That as the different faculties of children are developed at different periods, care should be taken to adapt their lessons to the state of their minds, in order that all the faculties may be called out in right order.*"

"*That the education of the mind must begin when the exercise of the mind begins, and should follow precisely, both in degree and amount, the natural order of its development.*"

"*That education consists, not in the amount which you can put into the mind from without, but in the amount which it can gain from its own development and exercise from within.*"

"We can not take a single step in the world around us, with our eyes open, without seeing on every side the proofs of this principle. Why is it that one man will perform in a single hour a larger measure of mental labor than another can perform in many hours? It is because the labors of the one are desultory, while those of the other are concentrated. Why is it that one man will walk blindfold through the world, and see no wonders in the heavens, nor beauties in the earth, nor mysteries in himself, while to another everything he beholds supplies endless themes of praise and worship? The outward world through which the two move is the same; the difference is in the two minds which look at it; and after every allowance has been made for degrees of natural endowment, a large proportion of this difference of mental power and habit must indubitably be referred to the influence of early education."

It is claimed by the authors of this system, that among the first developed in the child, are the perceptive faculties, or those faculties by which we gain a knowledge of things all around us, in the external world through the senses, and the conceptive faculties, or those faculties by which we are

enabled to recall images once made upon the mind. Later comes memory, imagination, judgment, and the reasoning faculties. In accordance with this view they begin by educating the senses, by lessons on form, color, size, weight, objects, number, place, &c., which, with the various exercises connected therewith, are designed to cultivate the conceptive, as well as the perceptive faculties. That the senses are capable of a high degree of cultivation, is evident from the fact that where one sense is lost, it is greatly compensated for by the quickened and increased power of another.

Thus with the blind, the senses of hearing and of touch become remarkably quick and delicate; and how acute is the sense of sight in the dumb.

With the new born infant the mind is but mere blank; and for a long time its senses are its only educators. Through them it gains a knowledge of what comes within the angle of its vision; with what it can see, taste, touch, smell, or hear. If it is through the senses, then, that the early education of the child commences, and if they are capable of almost infinite improvement, has not nature clearly pointed out the way, and the point at which the teacher should begin his work, viz; by tangible objects, and through the medium of the senses, which he should endeavor to awaken, quicken and develop.

In a plan of studies, the object is not so much to impart information as to educate the senses, arouse, quicken and develop the perceptive and conceptive faculties, teach the children to observe, and awaken a spirit of inquiry. To this end the pupils must be encouraged to do most of the talking and acting. They must be allowed to draw their own conclusions, and if wrong, *led* to correct them. The books should only be used for reference, and as models for the lessons to be given. Every lesson should be previously and carefully prepared by the teacher, so that she may go before the class with a feeling of ease and confidence. The children should be allowed to have two short recesses of ten minutes each, morning and afternoon, and gymnastic and singing exercises should be frequently introduced to give change of position

and rest to the children, and keep up an animated and pleasant state of feeling. The younger children should not be detained at the school building to exceed four hours each day; and the older ones may be excused as they get through with their exercises, not to exceed one hour before the regular time of closing the other schools, both morning and afternoon.

Our aim is so to vary the exercises, as never to weary the children; but always to keep up a pleasant, animated and cheerful state of mind. For this purpose each lesson is made short, but the highest degree of activity is encouraged; they do not so frequently recur as to tend to wear out the interest, but to keep it ever fresh and lively. Especial care is taken to meet and provide for the physical demands of the children, by means of frequent change of classes, gymnastics and recesses. Children of the ages of those found in our primary schools, should not be kept in any one position over thirty minutes at a time. Their very being demands frequent change and activity of body. When left unconfined and free to act out the impulses of their being, they are ever in motion; all life and activity. The proper growth and development of muscle and tissue absolutely demand this. This, then, points to an unmistakable law of nature, that great Teacher of teachers, whose rules and regulations bear no marks of imperfection, and the slightest violation of any of which carries with it its own penalty.

As in the transplanting of the tree from the nursery to the orchard, its continued life and unchecked growth demand that there should be as little change of circumstances, as to climate, soil and position, as possible; so in the transfer of the child from the nursery to the school-room, he should be led to feel the changes as little as possible.

THE TRUE TEACHER.—It is the duty of the teacher not only to educate, to draw out what is in the mind of the pupil, to bring into exercise his faculties, to develop, uncover, unfold his powers, which lie folded up like the wings of a

bird for future use, but he must also teach, instruct, impart of his own substance, communicate from his own store, according to the power which he has, the light within him. The true teacher has his own mind and soul so illuminated, so full of light, that it shines into every mind and soul that comes within its sphere of radiation, and lightens it up so that its owner, and all others looking on, can see what is in it. Perhaps teachers differ in no respect more than in this power of radiation. Some teachers who have a good deal of illumination, always thrust a screen, consisting of a net work of technical words between themselves and their pupils, and only the few straggling rays that pass through the chinks and meshes of this screen ever reach the minds of the pupils. Technical terms are only the names of ideas or things. They have their use in helping us to arrange and classify things or thoughts, but in themselves are of no value.

If we have ideas, there will be no difficulty in finding names for them, or terms by which to express them. Some teachers require of their pupils the outlay of more force in the acquisition of names, than would be needed to gain a tolerable knowledge of things. A thing may be the better for having a name, but a name without a thing is of no worth. In this way of teaching, there is a great waste of time and force. And besides this waste, there is this other disadvantage, that as the child can not fully understand the name until he has first obtained an idea of the thing intended by it, he will never be quite sure that he understands what is meant by the name, and when it is spoken, he will have no confidence in his knowledge of the thing meant. The teacher who can teach *one* thing, is worth more than that other teacher, who can teach the names of twenty things. Some teachers, not very intensely illuminated within, have yet souls so transparent, that other souls have the full benefit of the light they have. They are not enveloped in mists and fogs. The windows of their minds are not darkened by blinds and screens, but the light passes through them bright and pure, and is not turned from its direct course by any imperfect medium, and when we look upon the mental tab-

lets upon which it falls, we find a perfect image reflected. This is always delightful. We admire a picture in proportion as it is "true to nature." So when we find the image, the idea, the thought, that lies in the mind of the teacher, accurately reflected from the mind of the child, we are pleased—we feel that the teacher is an artist, that he can do real work. Such a teacher, if he can make but one picture, is better than he who attempts many, but makes none perfect.

New England Farmer.

"THE GREATEST OF THESE IS CHARITY."

AMID all the cares, trials, and duties of school life, there are but few who do not feel the necessity of a trust in a Higher Power; of a Faith which leads them from dependent man, to his Omnipotent Maker, and that would teach them, that in every perplexity, there is an arm, which, if trusted in, will direct them with unerring wisdom.

The necessity, too, of hopefulness is generally realized; of regarding not so much the stormy clouds, and even the storm itself, as the beautiful bow which appears afterward. But how many among the hundreds of teachers, feel that greater than either Faith or Hope, is Charity, and the impulses of how many of their hearts would be to deal a blow, sooner than bestow a kind, forgiving look or word.

Supreme authority in the school room, should be maintained by every teacher; but how perfect obedience can be secured with the most perfect present success, and for the greatest influence upon the future life of the child, is a question which each teacher must solve. That chastisement is sometimes necessary, the experience of all will testify, but when the rod should be used in preference to kind reproof, is with many a matter of uncertainty. In deciding this, should not the motive, the natural disposition of the child, and the influences which he receives at home, be largely considered?

The many thoughtless acts of childhood, are the cause of almost unlimited anxiety to the teacher; but can the half of them be ascribed to wicked motives? The little things are impulsive, and an act is no sooner thought of, than it is done, without regard either of duty or punishment. Still many a teacher spares not a blow, while he forgets that "Charity never faileth." Is this the best corrective for carelessness?

Some children are passionate by nature, and many an angry look, word or act is the result; but will chastisement drive it from him? If he is in kindness shown that in its control, there is something noble and elevating, and that every victory will better enable him to conquer in future, will it not be a better incentive to effort than forty stripes?

Have you never, teacher, struggled with your own temper, and have you never felt the bitterness of defeat?

Even in the school room, have you never found yourself in anger, chastising a child for displays of passion, and can you have no charity for your unfortunate pupil?

There are many fun-loving children, who try hard to be good, but they are so full of sport, that they can not contain it all within themselves for six long hours, and occasionally, their sportive natures will overcome good determinations, and a digression from the rules of propriety and order will be the result. In this case would charity dictate angry looks or blows?

With determined obstinacy and willful disobedience, it is of course sometimes necessary to resort to severe means to effect submission; but many instances have been known, where earnest and decided, yet kind, words have been the means of producing more perfect submission, and more sincere repentance, than has the rod. But the most deplorable of all errors in childhood, is the habit of deception, and how a dishonest child can be made truthful is a question which only much thought, and long experience can answer. Many make it a rule to chastise a child for an untruth, while some pure minded, holy christians, to whom a lie seems an awful barrier between the child and his God, take him, and with

their arms about him, talk to him of the depth of his sin: tell him how it wounds the heart of his precious Saviour, and saddens the hearts of the good; how every act of deceit separates him farther and farther from his God, while every truthful acknowledgment of wrong, and earnest endeavor to do right, brings him nearer and nearer to Him, and makes Jesus love him.

Then kneeling with the little one they commend him to God, and pray that He would help him to overcome a habit so degrading as deceit. Which of these means would be most likely to secure the most beneficial results?

It is wisely ordered that persons differ in disposition and temperament, and in passing judgment upon acts, should not natural feelings, as well as natural virtues be considered?

The naturally thoughtful, gentle, yielding, truthful, can do right with little effort, compared with the naturally thoughtless, passionate, obstinate and deceitful.

The training of the intellect and heart, is slow work, and often seems in vain; but seeds sown in kindness find soil in the heart of every little child, in which they will most assuredly take root, although the fruit may mature long after the sower has passed away.

Then, teacher, in all your dealings with your pupils, would it not be just to consider the natural depravity of the human heart; the many constitutional frailties to which all are subject; the many unhealthy home influences with which many a little one is surrounded, and instead of crushing their little hearts by unkind words or strokes, when perchance they fail in their attempts to do right, help them by kindness and encouragement to gain a firm footing upon the rock of truth and duty, remembering the reward of that charity which "suffereth long and is kind."

H.

MENDOCINO, Cal.

As a countenance is made beautiful by the soul's shining through it, so the world is beautiful by the shining through it of a God.—*Jacobi.*

For the Common School Journal.

THE OLD ORCHARD.

A STORY FOR YOUTH.—BY S. J. WHITON.

AWAY back among the hills of Windham county, there stands an old weather-beaten school-house. The hot sun of many a summer's day has glimmered on its roof, and the fierce storms of many a long winter have swept around its walls. Years ago the signs of decay began to creep over it; but a shingle here, and a board there, added from time to time, have thus far been deemed sufficient repairs, "*seeing it was the school-house.*"

Forty years ago, those who are now the fathers and mothers of the district used to gather in this same school-room, from the little brown houses perched on the hill-sides and in the valleys,—bringing with them their lunch of gingerbread and doughnuts. The older boys and girls spent their time in studying the psalter and spelling book, and in trying to dig the sense out of old Daboll's Arithmetic; while the younger ones, not having much to do, were usually intent on mischief. Great was the joy of the scholars when the "master" absented himself during the winter noontime, so that the fear of his heavy ruler was not before their eyes. *Then* the school room rung with most rousing plays, the scars of which are visible on the old benches to-day.

A little distance from the school-house, stands a noble apple-orchard. For years it had been regarded by the school-children as a sort of common property. During the fruit season, old Mr. G——, the owner, was sorely troubled with oft-repeated thefts. Sometimes only a few apples were taken; but often the marks of a wild frolic were plainly visible, and bruised and bitten fruit was scattered in every direction. The expostulations of Mr. G——, and the commands of the teachers seemed to be in vain; for slyly and unaccountably the thefts continued as the years passed by.

At length one summer there came a new teacher to the district. Miss Brown had not been long installed before she learned the story of the apple-orchard; but remembering well

the strong temptations which fall to a child's lot, she resolved to forego all harsh threats and rough commands. Several weeks of the term passed by before the fruit was grown; as soon, however, as it had attained a small size, the depredations began.

"Good morning, Miss Brown," said farmer G——, one hot day in August, "I see those young rogues of yours, over there, have found my apples again. Precious young scamps they are, always stealing somebody's fruit. If I could only get hold of them, they'd catch it."

"I'm sorry, Mr. G——, if my pupils have been meddling with your fruit, and I will endeavor to stop it," said Miss Brown, earnestly.

"*Stop it*" exclaimed the old man, "stop it! why you might as well attempt to stop the flow of Niagara! Its in their natures. There's Miss D——, who flogged them children enough to kill common folks, and yet it didn't seem to make any impression. Just as soon as her back was turned, they would parade off to that orchard and have a tremendous frolic with my Golden Sweets."

"But I don't propose to commence with flogging," said Miss Brown smiling. "I hope to appeal to their moral sensibilities,—to show them the difference between right and wrong."

"*Moral sensibilities!* pshaw, I don't believe they've got any 'moral sensibilities.' You'll find the birch far more useful than all the preaching you can do in a month,"—and farmer G—— walked off, leaving Miss Brown to pursue her way to the school-room.

After the morning devotions were ended, the scholars were requested to lay aside their studies for a few moments, while the teacher spoke of the sorrow she felt in finding some of her pupils guilty of so great a sin as theft. She tried to point out clearly the nature of their offence, and spoke of the terrible results which would be almost certain to follow an early indulgence in this habit. She told them of the duty they owed to their God, to themselves, and to their friends, to strive to be *honest children*. "If you wish for some of

Mr. G——'s apples" said she, "just pleasantly ask him for them, and I doubt not he will gladly give you some."

That noon-time Miss Brown seated herself in farmer G——'s pleasant kitchen for an hour's chat, for the old man, notwithstanding his blunt ways, had a kind heart, whose overflowings warmed the listener. She had not sat there long before little Minnie Strong, and several of the older pupils appeared on the door-step. A whispered "may I come in, teacher?" was answered in the affirmative. Minnie hastened along, and standing before Mr. G——, said,

"Please Mr. G——, may we have some apples?"

"Yes my little lady, just as many as you please,"—and the aged farmer's face lit up with a smile, and his eye glistened with moisture. "Come and help yourselves, good children," said he, pushing towards them a basket piled with golden fruit. They gathered round him, and feasted with pleasure on the tender and luscious fruit.

A few days after, Miss Brown and her pupils had another talk about the apple-orchard. No more fruit had been stolen, and all seemed to think it a much better way to ask for apples when they wished them.

"It makes us feel so much better," said Tommy Wilson.

"And the apples taste better, too," said Johny Lee, who had been the leader of the orchard-party.

"We'll never take any more of Mr. G——'s apples without liberty," chimed several voices.

"And I hope you will not forget to ask for God's forgiveness of the past, and his aid in the future," said Miss B.

The remaining week of the term flew rapidly by, and the orchard was not again disturbed. One day farmer G—— came into the school-room bringing a basket of beautiful pears, which he distributed among his "good children," as he now called them. He told them of the great pleasure they had given him by their recent conduct, and they all resolved that they would ever remember the lesson of "THE OLD ORCHARD."

WESTFORD, Conn. Nov. 26th, 1860.

A great step is gained, when a child has learned that there is no necessary connection between *liking* a thing and *doing* it.—*Hare.*

OFFICIAL DEPARTMENT.

ANSWERS TO QUESTIONS ON THE SCHOOL LAWS.

The compilation of the school laws, recently published and distributed, has the paragraphs numbered for convenient reference, and the answers to questions relating to these laws will refer to the number of the paragraph, instead of the section and chapter of the law. The questions will also be numbered in a new series.

Question No. 1. When a school district is composed of parts of different towns, how shall the children be enumerated?

Answer.—The school law, (par. 35, compilation 1860,) provides that such districts, “for all school purposes, shall belong to the town, within which the school-house of said district is situated, unless such towns shall make some other agreement with regard to the jurisdiction of the district.” It is evident therefore, that the committee of a district, composed of parts of two or more towns, should enumerate all the children of proper age in the district, without regard to town boundaries, and make the return to the School Visitors of the town in which the school house is situated, unless other agreements have been made by the towns.

Question No. 2. How shall the town-tax for schools be distributed in a district formed from parts of two or more towns?

Answer. The property of the inhabitants of such districts, is to be taxed for school purposes, in the towns where the enumeration is made, and in which the public money is drawn.

It is sometimes more convenient to make out the tax list on the same assessment, as other town and state taxes, but if this course is taken, and the tax is collected in other towns, the proper proportion of the tax should be paid over to the towns in which the property is to be taxed for school purposes, by the provision of the School law, par. 36.

Note to School Visitors. The blank forms for enumeration of children were sent out from the Comptroller's office

last June. If not received, inquiry for the same should be made at that office.

The law requires the district committee, or in his absence, the clerk, to make enumeration, and return the names of children and parents, or guardians, to the School Visitors, on or before the twentieth day of January. If the Committee or Clerk omit to make the return, within the time prescribed, it is the duty of one of the School Visitors to make the same before the first of February.

DAVID N. CAMP,

Supt. of Com. Schools,

NEW BRITAIN, Dec. 10th, 1860.

ARITHMETICAL JOTTINGS.

IMPRESS upon the pupil, not merely the definitions, but the real difference between abstract and concrete numbers. As Raumer in the History of Pedagogy observes, let the mother and the primary instructress teach the child to count one apple, two apples,—one man, two men, &c., and not the usual one, two, three, &c., and he will not need a definition to aid his discriminations.

Apply it to the multiplication of quantities, both simple and compound. Explain the impossibility of the multiplication of two concrete numbers. We sometimes hear pupils maintain its possibility, especially in Interest and in Duodecimals.

In Division, the reverse is true, and the two distinct operations which arise should be more clearly brought out than they often are. We divide one concrete quantity by another—two compound numbers perhaps—to find how many *times* one is contained in the other; we divide a concrete quantity by an abstract number to find the value of *one* of the equal parts into which the quantity is divided. Of the three terms, two factors and their product, which occur in both Multiplication and Division, one of these factors must be an abstract number.

Multiplication is effected by a repetition of the Multiplicand. If this repetition be not once completed, the result is less than the multiplicand; hence it differs from Addition which implies augmentation, and can hardly be defined as "a short way of performing many Additions."

In Fractions, the denominator should really present to the student's mind a *denomination*, and he should no more think of adding $\frac{3}{8}$ to $\frac{2}{7}$ directly, than he would three apples and two books.

The unit of a fraction, and the fractional unit, are worthy of attention.

In numerating decimals, pupils are sometimes *allowed*, I did not say *taught*, to commence *at* the decimal point, call *it* units, the first figure tenths, &c. What, the separatrix, a mere mark to distinguish integers from fractions have numerical value? What, *units* form part of a decimal *fraction*? The first denomination of a decimal fraction must be tenths; the units, if there are any, being beyond the decimal point.

While many of us are too mechanical in our teachings, some probably carry the nice distinctions of theoretical Arithmetic beyond their proper balance with the practical, though I would not restrict *practical matters* to the common acceptance, *pocket matters*. The multiplicity of rules, the contractions, so called, the doctrine of repetends, reduction of foreign currencies, perhaps also alligation, &c., too much favored by our modern popular text-books, will often confuse rather than enlighten the young student, and he will fail to obtain that which is the principal *use* of Arithmetic, notwithstanding contrary opinions of the Greek mathematicians, an ability to rapidly, correctly, and intelligently apply it to concerns of every day life.

W.

HABITS AND MANNERS.

WE have long felt that in most of our schools there has not been sufficient attention given to the cultivation of correct habits and pleasing manners. With committees, teachers and parents, the prominent aim has been to hurry through the book,—or to pursue many studies. The cultivation of the heart has been a minor consideration, if indeed it has been taken into the account at all. This ought not so to be. A man may be a profound scholar but if his morals are corrupt or his address and manners rough and uncongenial his influence will be for evil, or his usefulness will be very materially impaired. A cultivated intellect alone may prove a curse,—but a cultivated intellect with well cultured moral perceptions, refined manners and pleasing address will constitute a powerful influence for good.

If this is true how carefully and assiduously should the teacher labor to secure right heart training. All bad habits should be eradicated, and abrupt and uncourteous modes of expression or address, uncouth or rough habits should all receive skillful pruning at the hands of the teacher; and daily, both by example and precept, should the pupils be allured and encouraged to exercise true manly and genial traits of character. Genuine politeness that will lead one at all times to use tones and give utterance to expressions that will tend to impart happiness to others should be constantly kept in view by teachers so that if possible their pupils may go forth into the community prepared to exert a happy and refining influence upon all with whom they may associate. Let it be, therefore, deemed an essential duty on the part of the teacher to watch the habits, manners and conversation of his pupils not only in the school room but by the way side, upon the play ground or wherever he may meet them. Let him constantly strive to impress upon the hearts of his pupils such lessons as will tend to develop the character and bearing of true gentlemen—of christian gentlemen. Let it not be forgotten that in a few brief years those who are now pupils in the school room will be the active men upon the busy stage of life, and what they are to become depends, perhaps more upon the moulding hand of the teacher than upon any other human instrumentality. Teachers, don't forget that you are, in a very important sense, manufacturers of men. So labor in your noble work that hereafter your pupils may feel, as they engage in life's duties, that they have been thoroughly furnished at your hands, and so that you may feel a conscious pride, as you mark their success in life, in feeling that they were once your pupils. A noble work is yours. See that it is well performed.

RETROSPECTION.—BY DAVID HENRY WHITE.

As Retrospection—to its office true—
 Recalls the chequered Past to mental view,
 It pictures forth bright scenes, forever fled,
 Fond, cherished hopes, now withered all and dead;
 Erroneous steps which ne'er may be retraced
 Nor from the tablet of the soul effaced—
 Cotemporaries of my youthful days—
 My fellow travellers in life's devious maze—
 The young—elate with rapture, hope and joy,
 With little pain their pleasure to alloy—
 The old—bowed down with trouble, toil and care—
 Infirm with age and crowned with hoary hair.
 But, swiftly on has flown resistless Time,
 And where are now the playmates of my prime?
 Where all the merry, blithesome girls and boys
 Who shared with me scholastic toils and joys?
 Many are to maturity now grown
 And have around them children of their own.
 Some still remain at their ancestral home,
 And some, in other lands, far distant roam.
 Some brave the dangers of the mighty deep,
 And haply some low in its bosom sleep;
 Some ply at trades in the mechanic arts,
 Others at merchandise in crowded marts;
 Some, like our Eden-father—"till the ground"—
 Others, in learning labor to abound;
 Some guide the young in learning's lengthy maze,
 And train them up to walk in Wisdom's ways;
 Some few in paths of dissipation tread,
 And some are sleeping with the silent dead.
 Ah! many partners of my youthful joys—
 My merry.schoolmates—playful girls and boys—
 Whose hope—enraptured spirits bounded high—
 Who promise gave of longer life than I—
 Have prematurely closed their earthly race,
 While I survive, through God's abounding grace.
 And I much longer may sojourn below—
 Pass through vicissitudes of weal and woe,
 And live the age allotted unto man—
 Though, even that, at most, is but a span,

Yet, in proximity, Fate may impend,—
 Perchance before this natal year shall end
 Or, haply, ere another New Year day
 From earth, my spirit will have winged its way.
 Yet; whether soon or late my race be run,—
 Be this my wish—The will of God be done!
 And henceforth may I live,—throughout life's span
 More to my God—more for my fellow man.

MISCELLANY.

THE ORIGIN OF WORDS.

AN examination into the origin of words will prove both interesting and instructive. By the aid of Webster's or Worcester's Unabridged Dictionary or the works of Trench, teachers will be able to impart many useful lessons, and do much to awaken a spirit of investigation on the part of their pupils. We propose to devote a brief space in the Journal, to the subject of Words.

Quiz. Smart says that this word originated in a joke. When Daly was Manager of the Irish theatres, he was wont to spend Saturday evenings in company with many of the wits of the day. On one of these occasions, he staked a large sum on the assertion that by noon of the next day, he could cause a word of no meaning and derived from no known language, to be spoken in all the principal streets of Dublin. The bet was taken and large sums were wagered. Daly immediately sent all the servants of the theatre to chalk the word *quiz* on all the doors and windows of the principal streets. The next day, being the Sabbath, the attention of the people, as they passed to and from church, was attracted to this oft written word, and it actually became a subject of conversation in all the streets of the city.

Many of our common words are now imperfectly descriptive of the objects they denote, and testify to the primitive rudeness of the times in which they were coined. The name is retained when the article is changed. Of this class, *ink-horn*, and *powder-horn* may be instanced. They were so called, because originally made of horn. To some extent, the name is retained while the material is changed.

A part of a plough is still called *mould-board*; part of a carriage, *axle-tree*. *Candle-stick*, was originally a stick which held the candle;

Mantle-tree, a rough log or tree. *Cup-board* and *Side-board* were simply rough boards, and not a nice and costly piece of mechanism as is now more frequently the case.

Window,—was originally *wind-door*. Windows were formerly, as now in some cases, hung like doors, and were opened to let the wind pass through. They were wind-doors. Hence, "open a window." As windows are now usually arranged, it would be more appropriate to say, "raise, or drop, a window."

Ring-leader. It was formerly a custom for those associating in some plot or conspiracy, to sign their names around a ring or circle, so that it could not be told who signed first. The *ring-leader*, or leader in the ring of names would be considered as the most prominent. Hence, we see the significance of—"Who was the ring-leader"?

(To be continued.)

TO BE STRAIGHTENED.

We give below, a few paragraphs or passages, taken from newspapers, which are somewhat obscure, or disjointed. The sentences in themselves may be rather amusing. The reconstruction of them so that they shall clearly express what was intended, will prove a useful exercise.

A railroad official recently issued the following order: "Hereafter, when trains moving in an opposite direction are approaching each other, on separate lines, conductors and engineers will be requested to bring their respected trains to a dead halt before the points of meeting, *and be careful not to proceed till each train had passed the other.*" What did he intend?

A boarding-house keeper, advertises,—"*Board for two gentlemen with gas.*"

A steamboat captain advertising for an excursion, says,—"*Tickets 25 cents; children half price to be had at the landing.*"

One of Sir Boyle Roche's invitations to an Irish nobleman was somewhat equivocal. It was,—"*I hope, my lord, if you ever come within a mile of my house, you'll stay there all night.*"

A man writes,—"*We have two school rooms sufficiently large to accommodate 300 scholars one above another.*"

A Western paper in speaking of a certain town, says,—"*Its board of education has resolved to erect a building large enough to accommodate 500 scholars three stories high.*" Certainly this will be a *high* school.

A LESSON IN GEOGRAPHY.

The ordinary column of shipping news to be found in our seaport papers will furnish excellent lessons in Geography and afford opportunity for the teacher to explain many particulars. We give below a brief extract from a late paper and follow the same by such questions as seem to us pertinent. Others will suggest themselves to teachers.

MARINE JOURNAL.—Port of New York, November 26.

Cleared.

Steamship James Adger, Phillips, Charleston—Spofford, Tileston & Co.

Ship R. Jacobs, Robinson, Liverpool—Snow & Burgess.

Arrived.

Ship Ellen Steward (of Baltimore,) Coffin, Rotterdam, 32 days, with mdse. to Hicks & Bell. Had light ESE and SE winds up to the Banks; since NW and light baffling westerly winds. Oct. 24, off Folkstone, passed Ship Leila, Allen, Baltimore for Rotterdam; Nov, 1, lat. 48 52, lon. 15 17, exchanged signals with ship St. Oswald. steering SW.

What is meant by "Marine Journal?" What meant by "cleared?" Where is Charleston; What would be the course of a vessel from New York to Charleston? What is a ship? Where is Liverpool? Describe the course of a vessel from New York to Liverpool? About how far is it? Where is Baltimore? Rotterdam? Can you tell of what the cargo would, probably, consist? Point out, upon the map the probable course of a ship from Rotterdam to New York. What is meant by the "Banks?" What is meant by ESE?" What by "light baffling westerly winds?" Where is Folkstone? What are meant by Latitude and Longitude? What is meant by "exchanging signals?" Point out upon the map the place of the exchanging of signals here alluded to? Why should such reports as these be given in the papers?

AN OBJECT LESSON.—THE COW.

For Primary Schools.

[We give below a sample lesson,—omitting the answers of the pupils. The chief objects of such a lesson are to lead children to observe, to think, and to give clear expression to their thoughts. RES. ED.]

Teacher. (Pointing to a picture of a cow.) What is this?

Children. It's a cow.

Teacher. What! is this a cow? How many of you think this is

a cow? Well, if it is not a cow, what is it? What is the difference between a cow and a picture of a cow? How many legs has a cow? What general name do we give animals having four legs? What do we call the feet of a cow? Can you spell the word? Are the feet of a cow, and the feet of a horse just alike? What is the difference? Does the cow have as many feet as the horse? Are all cows of the same color? Will you name some of the different colors* of cows that you have seen? What has the cow upon her head? Do all cows have horns? Of what use are horns to a cow? Do the dog and horse have horns? Why do they not need them as much as the cow? Are the horns of a cow straight or crooked? †About how long do you think they are? Are all of the same length? About how long is a cow? How high? What do we call the young of a cow? Is the cow of any use when dead? What do we call the flesh of the cow? By what name is the flesh of the calf known? Of whom do we buy these? Of what use are the horns of a cow after she is dead? Of what use is her skin or hide? What is done to it before it is fit for use? Each of you name some purpose for which leather is used, or some article* made of it? For what is the hair used? Will you tell me for what the cow's milk is good? Which do you think is the most useful, a cow or a dog? On what does the cow live,—name some article of her food?

APOLOGY. Various circumstances have rendered it desirable that the present number should be prepared by the Resident Editor. Hereafter, it is hoped that the Associate Editors will contribute in the order in which their names are arranged. The number for February will be prepared, in part, by Mr. Bartlett of New Britain. We believe that our readers will find most of the articles in the present number worthy their careful perusal and consideration. Under the head of Miscellany, we intend to give hints or exercises that may be found of practical use in the school room.

CORRESPONDENTS. We sincerely thank our friends for their communications. We have several on hand, most of which will appear in due season. Our special thanks are due to our friend on the Pacific shore, for her excellent communication. A due regard to the hints she has given, will tend to make the teacher's course a *pacific* one.

† This and the two or three questions following, may be answered by comparing with some article in the room, or to some part of the room.

* Let the teacher write the words as given by the pupils.

SPECIAL. In our last, we requested all who felt that they could not continue their subscription for the current year, to inform us previous to the 20th of December. A few only have done so, and we feel greatly cheered that so many of our subscribers will give us their aid and encouragement for the year 1861. We pledge our best efforts to make the Journal a welcome visitor.

We have had, we are sorry to say, the names of a few upon our list, who have received most of the numbers for the year 1860, and near the close of the year, expressed a desire to discontinue,—making no compensation whatever. This is hardly honorable. Those who receive any of the numbers and then discontinue, should consider that they do us an injury, by breaking the volume for the year.

We inclose bills in the present number to all who have not already paid, and request that they will remit the amount as early as may suit their convenience.

Our list of subscribers has been considerably increased by the efforts of a few of our friends. We most heartily thank them for their kindly efforts. As a special inducement, we offer the following premiums for new subscribers for the present and next months.

To any one who will send us 30 new names and \$30, we will send, free of expense, a set of **MITCHELLS' OUTLINE MAPS AND CAMP'S GEOGRAPHY.**

To any one sending 20 new names and \$20, we will send, free of charge, a copy of "**WEBSTER UNABRIDGED PICTORIAL DICTIONARY,**" or **PHILBRICK'S PRIMARY SCHOOL TABLETS.**

For 25 new names and \$25, we will send "**THE SCHOOL TEACHERS' LIBRARY,**"—10 vols, published by A. S. Barnes & Burr, New York.

For 5 new names and \$5, we will send any one book from the **TEACHERS' LIBRARY,**"—or a bound volume of the Journal for any year since 1853.

In our next we shall give the names of the twenty towns in which we have the largest number of subscribers.

DAILY PROGRAMME OF STUDIES FOR A PRIMARY SCHOOL.

FIRST YEAR, OR C CLASS.

MONDAY.—Conversational Exercises; Moral Instruction; Physical Actions and Employments; Reading and Spelling.

TUESDAY.—Lessons on Form; Lessons on Pictures of Common Objects, or Conversational Exercises, alternating weekly with Lessons on Animals; Reading and Spelling; Physical Exercises.

WEDNESDAY.—Conversational Exercises; Lessons on Color; Lessons on Size; Reading and Spelling; Physical Exercises.

THURSDAY.—Lessons on Human Body; Moral Instruction; Conversational Exercises; Reading and Spelling; Physical Exercises.

FRIDAY.—Lessons on Objects; Lessons on Number, or Conversational Exercises; Lessons on Color; Physical Exercises; Reading and Spelling.

SECOND YEAR, OR B CLASS.

MONDAY.—Moral Instruction; Lessons on Animals; Lessons on Number; Reading and Spelling; Gymnastics.

TUESDAY.—Lessons on Form; Lessons on Weight; Lessons on Drawing; Reading and Spelling; Printing on Slates; Gymnastics.

WEDNESDAY.—Lessons on Number; Lessons on Size; Lessons on Place; Reading and Spelling; Printing on Slates; Gymnastics.

THURSDAY.—Lessons on Color; Lessons on the Human Body; Lessons on Physical Action, &c.; Lessons on Drawing; Reading and Spelling; Printing on Slates, and Gymnastics.

FRIDAY.—Lessons on Objects; Lessons on Number; Occasional Exercises; Reading and Spelling; Printing on Slates; Gymnastics.

THIRD YEAR, OR A CLASS.

MONDAY.—Moral Instruction; Lessons on Place; Lessons on Number; Writing on Slates; Reading; Spelling; Gymnastics.

TUESDAY.—Lessons on Objects; Lessons in Drawing; Lessons on Number; Reading and Spelling; Gymnastics.

WEDNESDAY.—Lessons in Natural History, including Animals and Plants; Lessons on Place; Lessons on Number; Writing on Slates; Reading, Spelling, and Gymnastics.

THURSDAY.—Lessons in Drawing; Moral Instruction; Lessons on Number; Reading and Spelling; Gymnastics.

FRIDAY.—Lessons on Place; Lessons on Form; Lessons on Number; Writing on Slates; Lessons in Natural History—2d and 3d terms; Reading and Spelling; Gymnastics.

A CHAPTER OF FIRST THINGS.

The first paper made in New England, was produced at Milton, Mass; the first linen at Londonderry, N. H.; the first blankets at Ipswich; the first scythes and axes at Bridgewater; the first powder at Andover; and the first glass at Quincy; all in Massachusetts.

The first newspaper published in America, was the "Boston Weekly Newsletter," established in 1704; and the first sheet that was printed, was taken damp from the press by Chief Justice Sewall, to exhibit as a curiosity to President Willard, of Harvard College. The Newsletter was continued seventy-two years.

The first book published in British America, was "The Psalms in Metre, faithfully translated, for the Use, Edification, and Comfort of the Saints, in Public and Private, especially in New England." It was printed at Cambridge, in 1640.

The first poem composed in this country, was a description of New England, in Latin, by Rev. William Merrill, who came to Plymouth Colony in 1623.

The first religious newspaper ever issued, was the "Herald of Gospel Liberty," which was published by Elias Smith, in Portsmouth, New Hampshire, in 1808.

The first cut nails ever made were produced in Rhode Island, and the Historical Society of that State has the machinery employed at their introduction.

The first Iron Works established in New England, were at Lynn. The first attempt to melt the ore was made in 1643.

Printing was first brought into England, in 1471.

The first Total Abstinence Society, was organized February 13, 1826.

The first debate in the United States House of Representatives, was on the subject of a tariff. In the debate, one of the members from South Carolina, favored a protective duty on hemp.

The figures of Arithmetic were brought into Europe by the Saracens in 991.

The first Woolen Mill on the Pacific coast, has recently been set in operation at Salem, Oregon, with 480 spindles.

The first building erected in America to collect the King's duties, occupied the site at the corner of Richmond and North streets, Boston.

1302. The earliest reference to music, we have in the Book of Genesis, chap. 4, v. 21, where Jubal, who lived before the Deluge, is mentioned as the "father of all such as handle the harp and the organ."

The first Commencement at Harvard College, took place October 9th, 1642.

Steam navigation was first successfully applied February 11, 1809.

The first daily newspaper printed in Virginia, was in 1780, and the subscription price was fifty dollars per annum!

The first English Steamer for India, sailed August 16, 1825.

Gunpowder was first used December 23, 1331.

Christmas was first celebrated December 25, A. D. 98.

The first Cardinal was made November 20, 1024.

The first printing was done April 24, 1414.

The art of Printing was invented by Coster, Guttentberg, &c., in 1440.

THE STRASBURG CLOCK.—A correspondent of the *Watchman and Reflector* thus describes the celebrated clock of the cathedral at Strasburg, Germany:

We arranged to be there at twelve o'clock, the hour when its most wonderful performances take place. At twelve a little angel on one side of the dial struck the hour on a bell with a small hammer. Immediately, another on the opposite side, reversed an hour-glass which he was holding. After this, figures of the twelve apostles came out, one by one, before the image of the Saviour, and, as each passed it, bowed gracefully to the image, which, in turn, raised its hand over each, as if bestowing a benediction. While this was going on, a cock, perched aloft, flapped its wings and crowed three times, with a remarkably good imitation of nature. The hours and quarter hours are struck by figures of infancy, youth, manhood, old age, and death. The clock indicates true, mean, and sidereal time, tells the days of the week, the month, the year, shows the difference between the time in the four quarters of the globe, when the sun rises and sets, the age of the moon, calculates eclipses, so that they, and other astronomical events for hundreds of years to come, can be accurately pointed out, and does many other things quite as remarkable. It is truly a marvel of calculation and mechanical skill. This clock has been running sixteen years, and displaced a former one, of which so much has been said and written.

WHY SHOULD I HAVE TO EDUCATE OTHER PEOPLE'S CHILDREN?—You say you have no children to educate, and why should you be taxed to educate the children of your neighbor? So, perhaps, you have no occasion to travel over a particular county road, and why should you be taxed to build it? You have no case in court,

why then should you be taxed to build the court-house, or pay the salary of the judge? You have no criminals of your own family to try, and to put in jail, why then should you be taxed to pay the expense of trying criminals raised by your neighbors, and to build jails to hold them?

You answer, the good of society requires court-houses and courts. So does the good of society require school-houses and schools. You say that the good of society requires that criminals should be tried and punished. So does the good of society require children to be educated. The criminal, you say, is not tried and punished for his own benefit, or the benefit of his family, so much as for the protection of society. So, the child is not educated so much for his own benefit, or the benefit of his family, as for the protection and the good of society.—*Hon. W. C. Larrabee.*

LOCAL AND PERSONAL.

HARTFORD.—We have been hoping to find a convenient time to visit all the schools of this city and trust we may do so in course of a month. We were well pleased with a brief visit to the school on Lord's hill, of which Mr. Fillow has been principal for the last three years. The pupils appeared orderly, industrious and happy. We were much gratified with the interest manifested in a recitation. The pupils did not feel satisfied with an answer to a problem unless they could clearly see how it was obtained and they were free to express their difficulties. Mr. Fillow is ably assisted by Miss Trask. Miss Loyd, assisted by Miss Sheldon, has charge of the intermediate school and Miss Starkweather of the primary. All appeared in good condition.

LITCHFIELD.—In visiting this place we saw many marks of improvement in Common schools. The New school house with green blinds, about two miles east of the village is a good introduction to a visitor as he comes from the depot; we did not enter the house but it appeared to be one of the pleasantest country school-houses we have in the state.

The school-house in Litchfield, standing near the Court House has a capacious room, broad aisles, ante rooms and many of the requisites of a first class school-house; we think, however, that more black boards upon the walls and more space around the teacher's platform would be improvements. We saw but little of this school before its close.

The chairman of the Board of Visitors, Dr. Beckwith, very kindly took us to a fine school on Chestnut hill, taught by Mr. Mason. Here we found an active working school. Two classes in Colburn's Arithmetic, one in reading and one in spelling recited with animation and exhibited the results of thorough and careful drill.

The common schools of Litchfield are very much favored by being under the direction of a Board of Visitors composed of the leading citizens of the place, men of culture, who are interested in the advancement of popular education—Com.

THOMPSONVILLE.—A hasty glance at the schools of this village, in company with T. W. Pease, Esq., convinced us that the spirit manifested at the opening of the school rooms, after they were repaired, had not died out. Most of the schools appeared well. The exercises in a portion of the rooms were very good. We believe the people of this place are determined to sustain good schools. Com.

WOLCOTTVILLE.—This village has a fine school-house for its intermediate and high schools. Its three primary schools are in different parts of the village. The upper department of the Central school is under the charge of Mr. Correl J. North, who is assisted by his sister.

There have been sixty-five enrolled in this room this term, of whom sixty-four were present the day we visited the school. We were gratified in seeing so many, whose age and deportment entitled them to be classed as young ladies and gentlemen. In the second department, forty had been enrolled and every one was present. This fact of promptness and regularity of attendance speaks volumes for the schools and for the place.—Com.

A. B. HOLLEY.—We are pleased to learn that our friend Holley, formerly of Stamford, and a graduate of our State Normal school, is doing a good work in New York, in the way of taking an active part in the Teachers' Meeting. Thus while he is gaining personally, he is doing his part for the good of his profession. We wish there were more such men in the teachers' ranks.

VERMONT.—The friends of Education in this state, are increasing their efforts for the improvement of schools. Under the efficient and judicious management of the Hon. J. S. Adams, the popular Secretary of the Board of Education, Institutes have been held in the several counties, with very gratifying success.

The School Journal has nearly completed its second year, is well conducted, and must be instrumental of much good. We rejoice in

the brightening educational prospects of our sister state. Mr. Adams the Secretary, is unwearied in his efforts for the good of the schools, and in due time he will see his efforts crowned with abundant success.

From the published report of Mr. Adams, an interesting document of nearly 200 pp, we learn the following facts:

Number of district schools in the State,	2,754
“ “ different persons employed as teachers,	4,885
Amount of public money distributed,	\$100,928
“ expended in building new school houses,	65,534

SCHOOL PIANOS.—We would call special attention to the advertisement of Messrs. Boardman, Gray & Co. We have reason to believe that they manufacture an excellent instrument for school use at very reasonable prices. It will be seen that they also manufacture superior Parlor pianos. It is but a few weeks, since their extensive manufactory was destroyed by fire, and we rejoice that they have so soon erected a new building, and resumed their works. Such enterprise deserves, and will secure, success.

LEWIS' NEW GYMNASTICS FOR LADIES, GENTLEMEN AND CHILDREN, AND BOSTON JOURNAL OF PHYSICAL CULTURE. This is the title of a new Monthly edited by Dio Lewis, M. D., Boston, Mass., and we rejoice to see it. The two numbers already issued contain many excellent articles well worth the entire subscription price for a year. Dr. Lewis is just the man to edit such a journal, and multitudes will have occasion to thank him for devoting his energies and attention to the important but much neglected subject of physical culture. Reader send one dollar to Dr. Lewis, 20 Essex St., Boston, and you will receive a full equivalent.

THE HOME MONTHLY, a household magazine, edited by Rev. Wm. H. Thayer, assisted by Mrs. H. E. G. Arey and Mrs. C. H. Gildersleeve. Boston: Cyrus Stone: Buffalo, N. Y. Avery and Gildersleeve. We intended to notice this excellent monthly ere this. The several numbers are well filled with interesting articles and the general moral tone is above that of most of the monthlies. We feel that we can safely commend it as a valuable magazine for a family. Terms \$2 per year.

BOOK NOTICES.

THE PHILOSOPHY OF NATURAL HISTORY. By John Ware, M. D. 12 mo. 448 pp. Boston: Brown & Taggard.

This work is on the plan of a treatise by William Smellie, on the same subject, and it embraces many features of that excellent book. We consider it decidedly the best book on the subject of which it treats for school use with which we are acquainted, and we feel that it should be studied in our schools, far more extensively than it now is. The enterprising publishers have issued the books in an attractive style. It is not only valuable as a text book for school use,—but also for school and family libraries.

AN EXPLANATORY AND PRONOUNCING DICTIONARY OF THE ENGLISH LANGUAGE, with synonyms Abridged from the American Dictionary of Noah Webster, LL. D. By Wm. G. Webster. With numerous useful tables. New York : Mason Brothers.

This is an octavo of 490 pages and for general use in the school-room, in the counting-house, or in the family it can hardly be surpassed. The appendix is well worth the entire cost of the books. It treats of the "Pronunciation of Greek and Latin Proper names : Pronunciation of Scripture Proper names : Pronunciation of modern Geographical names : Proverbs and phrases from the Latin : Words and phrases from the French : Proverbs and phrases from the Italian and Spanish : mottoes of the several states : Abbreviations used in writing and printing : A concise account of Heathen Deities, Heroes, &c., and an Alphabetical Table of the principal proper names of persons in the old and new Testaments.

A PICTORIAL HISTORY OF THE UNITED STATES. For Schools and families. By Benson J. Lossing. Illustrated by over 200 engravings. 12mo. 371 pp. New York : Mason Brothers.

This neatly printed and beautifully illustrated book is well adapted to school use, and cannot fail to become a popular text-book in the interesting study of history. Mr. Lossing has devoted much time and attention to the subject of American History, and his several works, both larger and smaller than the one under consideration, are worthy of confidence and patronage.

FIRST GREEK BOOK : comprising an outline of the forms and inflections of the language, a complete analytical syntax and an introductory Greek Reader. With notes and vocabularies. By Albert Harkness. 12mo. 276 pp. New York : D. Appleton & Co.

Those who have used the Latin books prepared by Prof. Harkness, will need no urging to try this new work, which has been arranged on the same general principles. In one volume it comprises grammar, reader and lexicon, thus being complete in itself; and for an elementary work, or first Greek book, we think it is admirably adapted to meet the wants of beginners. It is well printed and presents an attractive appearance.

PRIMARY HISTORY OF THE UNITED STATES : made easy and interesting for beginners. By G. P. Quackenbos, A. M. New York : D. Appleton & Co.

Mr. Quackenbos is the author of several valuable books for school use. This little 16mo. of 192 pp. is well printed and neatly illustrated and the story is told in a style that will interest the little folks for whom it is intended.

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